DOCUMENT RESUME

ED 339 444 JC 920 007

AUTHOR Brown, Carolyn Hawkins
TITLE The Relationship between the Attitudes of Directors and Instructors and Student Ratings in Remedial and Developmental Studies in Tennessee's Community Colleges.
PUB DATE May 91
NOTE 32p.; Summary of Ed.D. Dissertation, East Tennessee State University.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Doctoral Dissertations (041) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Developmental Studies Programs; Questionnaires; Remedial Instruction; *Remedial Programs; State Surveys; Statistical Analysis; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Characteristics; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS *Tennessee

ABSTRACT

In 1990, a study was conducted to determine whether a relationship existed between the attitudes of directors and instructors regarding developmental education and students' ratings of their courses or instructors in remedial and developmental studies. Eleven of Tennessee's 12 community colleges participated in the project. Data were collected from 3,269 students by means of an in-class, instructor-administered survey instrument, and 230 responses (95%) were returned from the director and instructor survey. Major study findings included the following: (1) no overall relationship existed between the attitudes of directors and instructors and student ratings; (2) positive correlations were found between students' perceptions of instructor concern and instructors' classroom adaptations, and between students' academic socialization and the extent to which instructors/directors felt that remedial/developmental courses should be an integral part of the curriculum; (3) a significant difference existed between instructors and directors who held strong egalitarian beliefs and those who held weak beliefs for that factor; (4) a significant difference existed between the attitudes of young, traditional students and the attitudes of older, non-traditional students; and (5) the results indicated no significant difference existed between the attitudes of students toward faculty who taught only developmental courses and faculty who had split appointments. The findings of the study suggest that the attitudes of directors and instructors have some effect on student ratings, and that directors and instructors feel some responsibility for student success. Appendixes provide lists of the Tennessee community colleges and student and director/instructor factor labels, a statistical profile of the data, and the survey instruments. (JMC)

ED339444

THE RELATIONSHIP BETWEEN THE ATTITUDES OF DIRECTORS AND INSTRUCTORS AND STUDENT RATINGS IN REMEDIAL AND DEVELOPMENTAL STUDIES IN TENNESSEE'S COMMUNITY COLLEGES

A SUMMARY OF

A Dissertation

Presented to

the Faculty of the Department of Educational Leadership

and Policy Analysis

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. H. Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by

Carolyn Hawkins Brown

May 1991

IC 920 007

Introduction

The increasing expansion during the last several decades of higher educational opportunities has brought a larger and more diverse student population into postsecondary institutions. The problem of underprepared students affects almost every institution of higher education with few remaining immune. One hears daily of the reminders of the illiteracy of our students and the inability of American students to be competitive on the global market. In spite of all efforts of educational reforms, underprepared students still pose a challenge for both lawmakers and educators.

The rapid expansion during the 1960s and 1970s of community colleges and the "open door" movement occurred largely as a result of the nation's commitment to make higher education accessible to all. Roueche wrote in 1973 that the success of the community college as a social institution will depend, "in large measure, upon the success of its educational endeavors with nontraditional students."[1] This prominent author reiterated that the "open door" policies of community colleges have meaning, "if, and only if, these new students are educationally accommodated. Educational accommodation implies responsibility that goes beyond 'custody' and 'cooling out' functions. . . . the community college has value to the extent it provides successful and meaningful experiences for all of its students."[2]

---

[1] John E. Roueche, "Accommodating Individual Differences," Community College Review 21 (July 1973): 24.

[2] Roueche, "Accommodating Differences," 24.

The purpose of the study was to determine if a relationship existed between the attitudes of directors and instructors and student ratings of instructors and courses in remedial and developmental studies toward institutional, classroom and personal accommodation. Further analyses were to determine if differences existed between instructors who held strong, egalitarian beliefs and those who held weak beliefs, between the attitudes of students according to age, and between integrated and non-integrated faculty.

Procedures

Student data were collected by an in-class instructor administered survey instrument, and director and instructor data were collected by self-completion of an instructor/director survey instrument. The data were collected during a three-month period during the fall of 1990. Responses were self-recorded on Scantron answer sheets on a Likert-type scale ranging from A (Strongly Agree) to E (Strongly Disagree). Stratified random sampling techniques were used with class/instructor selections alternating among the three major content areas of writing (English), reading, and math and stratified according to classification as either remedial or developmental.

Two hundred thirty director and instructor responses were received prior to the deadline of December 15, 1990, and accounted for a 95% return rate. Instructors included adjunct or temporary teaching 12 or more hours. Student responses totaled 3,269 (Table 1).

Eleven of Tennessee's twelve community colleges participated in the project. The twelfth community college, Northeast State

Technical Community College, participated in the pilot study in April 1990, and converted to a community college effective July 1, 1990 (Appendix A).

Data Analysis

The SPSS/PC+ Statistical Software Package was used for data analyses. The data were analyzed using frequency distributions, factor analysis, factor scores, Pearson *r*, and the *t*-test for independent means with a .05 level of significance.

Factor analysis resulted in identification of four student factors: (1) Instructor Concern, (2) Socialization (3) Value of Course and (4) Flexibility of Grading. Six director/instructor factors were identified: (1) Special Attention and Attentiveness, (2) Egalitarianism, (3) Involvement in College Life, (4) Allowance for Success (5) Classroom Adaptations, and (6) Integrativeness (Appendix B).

Characteristics of Factors

Student Factor 1, Instructor Concern, included items that demonstrated the 'caringness' nature of the instructor, helpfulness both during and outside of classtime, accessibility of instructor, and a genuine belief in the capability of the students. These components seemed to indicate the degree of instructor commitment and concern toward student success. Student Factor 2, Socialization, appeared to identify the importance of being a part of the college scene, and that the course was not only helpful academically, but in other areas as well. The third student factor, Value of Course, focused on the fact that the course was beneficial, not a waste of

time, and that enrollment in an R/D course didn't create a sense of not belonging. Characteristics loading most highly on Student Factor 4, Flexibility of Grading, were a willingness of instructors to provide study guides for tests and curving of grades if everyone did poorly.

Director and instructor, Factor 1, Special Recognition and Attentiveness, included items that loaded highly on responsibility of student success, availability to students, helpfulness, and enjoyment of students as a factor in job satisfaction. Factor 2, Egalitarianism, represented a belief in 'open door' policies, students' abilities to learn, and the mission/role of the community college. The Involvement in College Life, Factor 3, seemed to depict the importance of total involvement in all aspects of college life for everyone, not a select few. Factor 4, Allowance for Success, included items which provided for supplemental learning opportunities, reteaching material, and individual pacing of learning opportunities. Factor 5, Classroom Adaptations, suggested peer teaching, reteaching, and maintaining fair, but stringent, grading standards. The most important characteristic of the sixth factor, Integrativeness, suggested that R/D classes should be an integral part of the regular curriculum and should not be housed separately.

Summary of Findings

' Overall results for $H_0$1, 2, 3, and 4 were determined by the percentage of relationships from a ossible 24 (four student factors times six instructor factors). Even though overall results indicated no relationship, significant relationships were found as detailed.

1. The results* indicated no overall relationship existed between the attitudes of directors and instructors and student ratings. Two positive correlations, significant at the .01 level, were found between student Factor 1, Instructor Concern, and instructor Factor 5, Classroom Adaptations, and student Factor 2, Socialization, and instructor Factor 6, Integrativeness (Table 2).

2. Overall results* indicated no relationship existed between the attitudes of instructors of English (writing) and student ratings. Three positive relationships, significant at the .01 level, were found along with the highest correlation coefficient of the study. A relationship was found between student Factor 1, Instructor Concern, and instructor Factor 1, Special Recognition and Attentiveness; between student Factor 1, Instructor Concern, and instructor Factor 3, Involvement with College Life; and between student Factor 1, Instructor Concern and instructor Factor 5, Classroom Adaptations (Table 2).

3. Overall results* indicated no relationship existed between the attitudes of instructors of mathematics and student ratings of instructors and courses. Data analysis revealed a correlation between student Factor 3, Value of Course, and instructor Factor 6, Integrativeness (Table 2).

4. Overall results* indicated no relationship existed between the attitudes of instructors of reading and student ratings of instructors and courses. The highest number of positive correlations, four, were present in the content area of reading. A relationship was found between student Factor 1, Instructor

Concern, and instructor Factor 4, Allowance for Success; between student Factor 2, Socialization, and instructor Factor 6, Integrativeness; between student Factor 4, Flexibility of Grading, and Instructor Factor 6, Integrativeness; and between student Factor 4, Flexibility of Grading, and instructor Factor 3, Involvement in College Life (Table 2).

5. The results indicated a significant difference existed in instructors and directors who held strong, egalitarian beliefs and those who held weak beliefs on that factor. Directors and instructors who held strong, egalitarian beliefs supported 'open door' policies (Table 3).

6. The results indicated a significant difference existed in the attitudes of young, traditional students, and the attitudes of older, non-traditional students. Older students, over age 24, recognized the 'caring' nature of the instructor, the value of the course, and a sense of 'belongingness,' more than did their younger, age 24 or less, counterparts (Table 4).

7. The results indicated no significant difference existed between the attitudes of students toward integrated and non-integrated faculty.

Non-integrated faculty were instructors who taught remedial and developmental classes only. Integrated instructors had split appointments or R/D programs were completely integrated within the regular academic schedule with no distinction of instructors as remedial or developmental (Table 5).

Discussion of Findings

Two issues were paramount in the Roueche article regarding accommodating individual differences. The first issue is the simple notion that students can learn and the second issue focused on teacher attitudes and expectations. Roueche remarked the "crucial ingredient to becoming an effective instructor . . . is one who accommodates individual differences in a four-letter word: Care!"[3]

In reviewing the relationships that were significant, the majority of correlations were present between the student factor of Instructor Concern and the instructor factors of Integrativeness and Classroom Adaptations. These factors focused heavily on the 'caring' and 'belongingness' concepts. The student factor of Instructor Concern included 'caring' if the student passed or failed, helping outside classtime, telling students often they're doing a good job, encouraging students to stay in school, teaching so lesson is understood, and feeling it is important to simply chat with students.

Directors, instructors, and students viewed a sense of 'belongingness' as important. The integrativeness factor contained items that suggested that remedial and developmental classes should be an integral part of the college scene and not isolated. The relationship between feeling a part of the college scene and being integrated within the whole of the institution surfaced on several factors.

These relationships clearly demonstrate, that not only is instructor 'caringness' an important factor, but instructor

---

[3] Roueche, "Accommodating Differences," 29.

willingness to make classroom adaptations. This factor was evident in the overall correlations, and also contained the highest correlation within the content of writing. Instructor adaptations were noted in such areas as using peer teaching to benefit slower students, and reteaching material for understanding.

Students did not differentiate in their feelings toward an instructor who taught only remedial and developmental and an instructor who was from another department. The same relationships of instructor caring and concern were evident. The fact that an instructor taught only remedial or developmental (non-integrated) did not influence student ratings. It is interesting to note that students rated both types of instructors on how well they demonstrated a caring nature toward their students and the other items related to that factor.

Students over the age of 24 rated instructors higher in the areas of instructor concern, value of the course, and involvement in the college scene than did their younger, age 24 and under, counterparts. This difference could probably be explained in the maturity level of older students who recognize the importance and potential benefits of further education. Older students should have more of an understanding of the problems faced and the importance and impact of an understanding, supportive instructor.

The situations noted above confirm that remedial and developmental students view helpful, supportive, caring instructors, who understand their special needs, as an important element in their college experiences and successes. There is a strong tie between

directors and instructors who believe in 'open door' policies and the 'second-chance' theory of giving that individual the special help to make that 'second-chance' successful.

Conclusions

The findings of this study suggest that the attitudes of directors and instructors has some effect on student ratings, and that directors and instructors feel some responsibility for student success. Students value helpfulness and the 'caring' nature of instructors as important characteristics paralleled with accessibility to the instructors and directors. Students feel it is important to have a sense of 'belongingness' and to be an integral part of all activities of the college scene.

Student ratings are not affected by whether the instructor is non-integrated (R/D only) or an integrated faculty member. The age of the student does affect student ratings of the instructors and courses. Older students recognize the value of obtaining an education and the extra assistance given to them more so than do their younger counterparts.

Directors and instructors who hold strong, egalitarian philosophies believe in 'open door' policies, and that these policies have not weakened the purpose of higher education.

Recommendations and Implications

Directors and other administrative personnel responsible for hiring should carefully screen potential faculty members to focus on individuals displaying a helpful, caring philosophy of teaching. Instructor placement, including within-house assignments, should be

carefully monitored to match the qualities of helpfulness, flexibility, and empathy to meet the specific needs of remedial and developmental students.

The community college should analyze how well their programs are integrated into the regular college curriculum as students rated a sense of belongingness as very important. Directors should devise plans for the maximum amount of integration, not only into regular academic curriculum, but involvement in extra curricular activities as well.

Further research should be done to measure the importance of the affective domain in the learning environments of remedial and developmental students. A state-wide study should be undertaken to determine the attitudes of remedial and developmental students toward counseling services and study skills courses, both excluded from this study. A recommended study would be to replicate this project in the six regional universities under Tennessee Board of Regents' governance and compare the results with data from the community colleges.

An inherent purpose of this study was to stimulate and aid further research on the affective domain of the remedial and developmental student. The results of this study can provide baseline data on student feelings regarding remedial and developmental instructors and courses.

Additional study of the two instruments and their underlying dimensions should be undertaken to develop further the subsidiary factors are strong enough to be isolated and used in future

validation studies. The instruments could be used in the traditional population to see if directors, instructors, and students respond similarly and to measure validation.

Table 1

Number of Respondents Surveyed Per Institution

Institution		Directors/Instructors	Students
1. Chattanooga State	*(CSTCC)	24	417
2. Cleveland State	(CLSCC)	12	152
3. Columbia State	(CoSCC)	12	171
4. Dyersburg State	(DSCC)	11	138
5. Jackson State	(JSCC)	12	229
6. Motlow State	(MSCC)	24	381
7. Pellissippi State	(PSTCC)	25	366
8. Roane State	(RSCC)	34	455
9. Shelby State	(SSCC)	29	322
10. Volunteer State	(VSCC)	33	352
11. Walters State	(WSCC)	14	286
TOTAL		230	3269

Note.

* accepted abbreviations

Table 2

Summary of Correlations Evident in Hypotheses

$H_0 1$, $H_0 2$, $H_0 3$, $H_0 4$

Hypotheses	Student Factor No.	Instructor Factor No.	Positive or Negative	Correlation Coefficient
Ho1	1	5	+	.2458*
Overall Relationships	1	6	-	-.2130*
	2	6	+	.2324*
Ho2	1	1	+	.3062
	1	3	+	.4060*
Content Area Writing	1	5	+	.4414*
	1	6	-	-.3703*
Ho3	3	6	+	.3294*
Content Area Math				
Ho4	1	4	+	.3297
	2	6	+	.3430
Content Area Reading	4	6	+	.4282*
	4	3	+	.3571

Note. + = positive - = negative

$p < .05$
*$p < .01$

Student Factor 1 - Instructor Concern
Student Factor 2 - Socialization
Student Factor 3 - Value of Course
Student Factor 4 - Flexibility of Grading
Instructor Factor 1 - Special Recognition and Attentiveness
Instructor Factor 3 - Involvement in College Life
Instructor Factor 4 - Allowance for Success
Instructor Factor 5 - Classroom Adaptations
Instructor Factor 6 - Integrativeness

Table 3

Differences in the Mean Scores of Instructors Who Held Strong Beliefs and Instructors Who Held Weak Beliefs

Factor	Number of Cases	Mean	Standard Deviation	t value	Degrees of Freedom	2-tailed Probability
Factor 1						
Group 1	117	-.0150	.935	-.30	161	.762
Group 2	46	.0381	1.159			
Factor 2						
Group 1	117	.349	.835	8.53	161	<.001***
Group 2	46	-.887	.826			
Factor 3						
Group 1	117	.041	.938	.84	161	.401
Group 2	46	-.105	1.147			
Factor 4						
Group 1	117	.019	1.037	.38	161	.708
Group 2	46	-.047	.908			
Factor 5						
Group 1	117	-.080	1.048	-1.63	161	.106
Group 2	46	.202	.842			
Factor 6						
Group 1	117	.007	.949	.15	161	.881
Group 2	46	-.019	1.131			

Note. d.f = 161 *p <.05 **p <.01 ***p <.001

Group 1 - strong beliefs (combined score range 10 to 7 on Q's # 10 & 11)

Group 2 - weak beliefs (combined score range 6 to 2 on Q's # 10 & 11)

Table 4

Differences in the Mean Scores of the Attitudes of Younger, Traditional Students and the Mean Scores of Older, Non-Traditional Students By Student Factors

Factor	Number of Cases	Mean	Standard Deviation	*t* value	Degrees of Freedom	2-tailed Probability
Factor 1						
Group 1	659	.020	1.144	.46	2870	.647
Group 2	2213	-.0045	1.196			
Factor 2						
Group 1	659	.240	1.069	6.14	2870	<.001***
Group 2	2213	-.071	1.164			
Factor 3						
Group 1	659	.243	1.015	7.00	2870	<.001***
Group 2	2213	-.071	1.006			
Factor 4						
Group 1	659	-.096	1.037	-2.60	2870	.009**
Group 2	2213	.025	1.064			

Note. N = 2,872 d.f. = 2,870

*$p < .05$

**$p < .01$

***$p < .001$

Group 1 = Older, non-traditional students (over age 24)

Group 2 = Younger, traditional students (age 24 and under)

Table 5

Differences in the Mean Scores of Student Ratings of Integrated Faculty and Non-Integrated Faculty by Student Factors

Factor	Number of Cases	Mean	Standard Deviation	*t* value	Degrees of Freedom	2-tailed Probability
Factor 1						
Group 1	2202	-.005	1.178	.50	2823	.614
Group 2	623	.022	1.179			
Factor 2						
Group 1	2202	-.019	1.135	-1.94	2823	.052
Group 2	623	.082	1.194			
Factor 3						
Group 1	2202	-.015	1.016	-.91	2823	.365
Group 2	623	.027	1.011			
Factor 4						
Group 1	2202	-.003	1.033	.53	2823	.594
Group 2	623	-.028	1.118			

Note. N = 2,825 d.f.=2,823

*$p < .05$

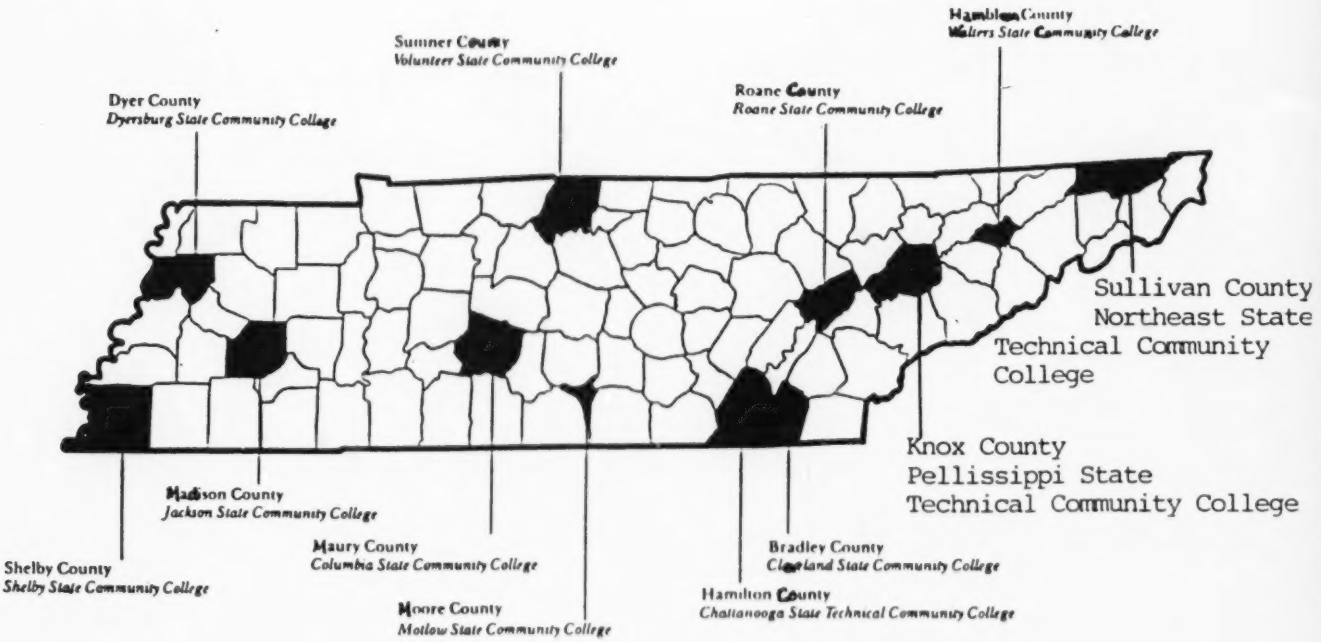
Group 1 = non-integrated faculty (R/D only)

Group 2 = integrated faculty

APPENDICES

APPENDIX A

COMMUNITY COLLEGES
TENNESSEE



APPENDIX B

Student Factor Labels

Factor Number	Factor Labels
1	Instructor Concern
2	Socialization
3	Value of Course
4	Flexibility of Grading

Director and Instructor Factor Labels

Factor Number	Factor Labels
1	Special Attention and Attentiveness
2	Egalitarianism
3	Involvement in College Life
4	Allowance for Success
5	Classroom Adaptations
6	Integrativeness

STUDENT EVALUATION OF REMEDIAL AND DEVELOPMENTAL INSTRUCTOR OR COURSE

East Tennessee State University
College of Education
Department of Educational Leadership and Policy Analysis
Box 19000A
Johnson City, Tennessee 37614-0002
Telephone: (615) 929-4415, 4430

Carolyn H. Brown
Doctoral Candidate

STUDENT EVALUATION OF REMEDIAL AND DEVELOPMENTAL INSTRUCTOR OR COURSE

DIRECTIONS: MARK ALL RESPONSES ON THE ANSWER FORM PROVIDED.
MAKE DARK MARKS (▬) AND SELECT EITHER A, B, C, D, OR E.
DO NOT WRITE ON THE QUESTIONNAIRE. USE A #2 PENCIL.

After completing the STUDENT DATA FORM, continue on to the next page. The statements that follow are designed to help you rate the instructor and course in which you receive this form. Please read each question carefully and respond in terms of how you FEEL about the instructor and the course.

CONTINUE TO MARK YOUR RESPONSES ON THE ANSWER FORM PROVIDED. MARK YOUR OPINIONS FROM AGREE STRONGLY (A) TO DISAGREE STRONGLY (D). IF YOU HAVE NO OPINION, MARK (E).

Agree strongly (AS)	A
Agree (A)	B
Disagree (D)	C
Disagree strongly (DS)	D
No Opinion (NO)	E

NOTE: THIS IS NOT AN INTELLIGENCE TEST. THE CHOICES YOU MAKE WILL IN NO WAY AFFECT YOUR GRADE IN ANY COURSE. IT IS YOUR PERSONAL OPINION THAT IS BEING SOUGHT.

STUDENT DATA FORM

NAME OF COLLEGE: _____

MARK YOUR RESPONSES (■) ON THE ANSWER FORM PROVIDED BEGINNING WITH ITEM #1. SELECT EITHER A. B, C, D, OR E. LEAVE THE I.D. NUMBER SECTION BLANK.

1. SEX: (A) Male (B) Female

2. AGE RANGE: (A) 18-24 (B) 25-39 (C) 40-49 (D) Over 50

3. CURRENT STANDING: (Mark only one)

   (A) First-time freshman (C) Freshman transfer
   (B) Sophomore (D) Sophomore transfer

4. CLASSIFICATIION: (Select for the course currently being evaluated)

   (A) REMEDIAL OR (B) DEVELOPMENTAL

   If remedial, complete Question 5; if developmental, complete Question 6.

5. CONTENT AREA: (Remedial)

   (A) Basic Writing (English) (B) Basic Mathematics (C) Basic Reading

6. CONTENT AREA: (Developmental)

   (A) Developmental English

   (B) Developmental Math (Elementary Algebra or Intermediate Algebra)

   (C) Developmental Reading or Fundamentals of Reading

   (D) Other (please specify)

MARK YOUR OPINIONS FROM AGREE STRONGLY (A) TO DISAGREE STRONGLY (D). IF YOU HAVE NO OPINION, MARK (E). MAKE DARK MARKS (▬). CONTINUE TO MARK YOUR RESPONSES ON THE ANSWER FORM PROVIDED BEGINNING WITH ITEM #7.

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
7. This course has taught me a great deal	A	B	C	D	E
8. Having to take this course makes me feel like I don't belong in college	A	B	C	D	E
9. I can talk with this instructor about personal problems I'm having in school	A	B	C	D	E
10. The material covered is boring	A	B	C	D	E
11. The instructor provides a study guide (review sheet) to help with tests	A	B	C	D	E
12. This course is a waste of time	A	B	C	D	E
13. The instructor treats the students well	A	B	C	D	E
14. I believe this instructor really cares about whether I pass or fail this course	A	B	C	D	E
15. This course helps me feel I can make it in college	A	B	C	D	E
16. This instructor helps me during classtime when I have trouble with my work	A	B	C	D	E
17. The instructor teaches in such a way that I understand the lessons	A	B	C	D	E
18. This instructor tells me often that I am doing a good job	A	B	C	D	E
19. This instructor encourages me to take part in college life (sports, talent shows, fraternities, other events)	A	B	C	D	E
20. I learn things in this course that help me with my other course work	A	B	C	D	E
21. My grades are better in this class than classes outside this department	A	B	C	D	E

MARK YOUR OPINIONS FROM AGREE STRONGLY (A) TO DISAGREE STRONGLY (D). IF YOU HAVE NO OPINION, MARK (E). MAKE DARK MARKS (■) AND CONTINUE TO MARK YOUR RESPONSES ON THE ANSWER FORM PROVIDED BEGINNING WITH ITEM #22.

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
22. I can do extra credit in this course to improve my grade	A	B	C	D	E
23. This course has helped me understand the problems I face in getting an education	A	B	C	D	E
24. The material covered by this course is interesting	A	B	C	D	E
25. In this course I have learned how to conduct myself as a successful college student	A	B	C	D	E
26. The instructor encourages me to stay in school	A	B	C	D	E
27. The director or instructor's door is open if I need to talk to them	A	B	C	D	E
28. Grading is no different in this course from courses outside this department	A	B	C	D	E
29. This instructor goes over and over material until we understand it	A	B	C	D	E
30. The instructor helps with assignments outside of regular classtime	A	B	C	D	E
31. When I learn something quicker than the others, I can move on	A	B	C	D	E
32. Grades are sometimes curved if everyone in the class did poorly on a test	A	B	C	D	E
33. Students should be allowed to use their class notes during test taking	A	B	C	D	E
34. This instructor wants me to do my very best	A	B	C	D	E

ADDITIONAL COMMENTS: _____

_____

_____

DIRECTOR AND INSTRUCTOR EVALUATION OF REMEDIAL AND DEVELOPMENTAL STUDIES

East Tennessee State University
College of Education
Department of Educational Leadership and Policy Analysis
Box 19000A
Johnson City, Tennessee 37614-0002
Telephone: (615) 929-4415, 4430

Carolyn H. Brown
Doctoral Candidate

DIRECTOR AND INSTRUCTOR EVALUATION OF REMEDIAL AND DEVELOPMENTAL STUDIES

The purpose of this study is to determine if a relationship exists between the attitudes of directors and instructors and student ratings of instructors and courses. The findings of this study, conducted in community colleges across the state of Tennessee, should prove important to you as you continue to meet the needs of remedial and developmental students.

DIRECTIONS: MARK ALL RESPONSES ON THE ANSWER FORM PROVIDED.
MAKE DARK MARKS (■) AND SELECT EITHER A, B, C, D OR E.
DO NOT WRITE ON THE QUESTIONNAIRE. USE A #2 PENCIL.

After completing the DIRECTOR AND INSTRUCTOR DATA SHEET (statements No. 1-8), continue to the next page. The statements that follow are designed to determine your attitude toward institutional, classroom, and personal accommodation as it relates to remedial and developmental studies.

CONTINUE TO MARK YOUR RESPONSES ON THE ANSWER FORM PROVIDED BEGINNING WITH STATEMENT NO. 9.

MARK YOUR OPINIONS FROM AGREE STRONGLY (A) TO DISAGREE STRONGLY (D). IF YOU HAVE NO OPINION, MARK (E).

Agree strongly (AS)	A
Agree (A)	B
Disagree (D)	C
Disagree strongly (DS)	D
No opinion (NO)	E

DIRECTOR AND INSTRUCTOR DATA SHEET

NAME OF COLLEGE: _____

PLEASE MARK YOUR RESPONSES ON THE ANSWER FORM PROVIDED. LEAVE THE I.D. NUMBER SECTION BLANK.

1. SEX: (A) Male (B) Female

2. AGE RANGE: (A) 20-30 (B) 31-40 (C) 41-50 (D) Over 50

3. CLASSIFICATION OF YOUR CURRENT POSITION:

   (A) Director (Administrator) (B) Professor/Instructor

   If administrator or director marked, are you also a teaching professor/instructor? (A) Yes (B) No

4. NUMBER OF YEARS OF EXPERIENCE IN YOUR CURRENT POSITION:

   (A) 0-5 (B) 6-10 (C) 11-15 (D) 16-20 (E) OVER 21

   Full-time directors or administrators, skip to Item No. 9.

5. PRIMARY AREA OF ASSIGNMENT: (Select only one)

   (A) English Composition (Writing) (B) Mathematics (C) Reading

6. CLASSIFICATION: (Select for the course currently being evaluated)

   (A) Remedial or (B) Developmental

   If remedial, complete Question 7; if developmental, complete Question 8.

7. CONTENT AREA: (Remedial)

   (A) Basic Writing (English) (B) Basic Mathematics (C) Basic Reading

8. CONTENT AREA: (Developmental)

   (A) Developmental English

   (B) Developmental Math (Elementary Algebra or Intermediate Algebra)

   (C) Developmental Reading or Fundamentals of Reading

   (D) Other (please specify)

9. HIGHEST LEVEL OF EDUCATION:

   (A) Bachelors (B) Bachelors + 30/45 (C) Masters (D) Specialist (E) Doctorate

A. INSTITUTIONAL ACCOMMODATIION
(Directors and instructors complete STATEMENTS NO. 10 - 24.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
10. "Open door" policies have weakened the true purpose of higher education	A	B	C	D	E
11. "Open door" policies should continue to expand to allow anyone the opportunity to attend college	A	B	C	D	E
12. Ninety percent (90%) or more of all students can learn at a mastery level given sufficient time and appropriate help	A	B	C	D	E
13. The true value of education is arranging learning so that the student can acquire knowledge for future use	A	B	C	D	E
14. Educational institutions must undergo continuous change to meet societal needs	A	B	C	D	E
15. The backbone of remedial and developmental studies (R/D) is subject matter	A	B	C	D	E
16. Students in (R/D) classes should be involved in all aspects of community college life (sports, honors day, fraternities, etc.)	A	B	C	D	E
17. (R/D) classes should be housed apart from non (R/D) classes	A	B	C	D	E
18. Extra-curricular activities deprive (R/D) students of vital study time	A	B	C	D	E
19. Sports and extra-curricular activities are for the average or above-average student	A	B	C	D	E
20. Cut-off scores for placement in (R/D) classes should be strictly enforced.	A	B	C	D	E
21. (R/D) classes should be an integral part of the college curiculum (example: remedial math should be housed in the regular math department)	A	B	C	D	E
22. Sports and extra-curricular activities often provide the incentive for (R/D) students to remain in college	A	B	C	D	E
23. Students in (R/D) courses should not be graded as stringently as non-(R/D) students	A	B	C	D	E
24. Waivers are granted for placement in (R/D) on an individual basis	A	B	C	D	E

B. CLASSROOM ACCOMMODATION:
(Teaching Directors and Instructors complete STATEMENTS NO. 25 - 38).

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
25. Chapter readings are assigned for homework with completion of the questions at the end of the chapter	A	B	C	D	E
26. Provisions should be made for students to accelerate through program requirements	A	B	C	D	E
27. Difficult material covered during lectures is retaught for student comprehension	A	B	C	D	E
28. Students should receive ample (weekly) feedback on their progress in the course	A	B	C	D	E
29. Supplemental learning opportunities are provided (tutorial assistance, computer instruction, and after-class conferences)	A	B	C	D	E
30. (R/D) students should be capable of working independently of the instructor	A	B	C	D	E
31. (R/D) classes should be held to 15 student or less	A	B	C	D	E
32. Students who are having difficulty could improve their grade by completing extra assignments	A	B	C	D	E
33. Students should be provided with a review sheet to aid in test taking	A	B	C	D	E
34. Test questions could be drawn from material not discussed in class	A	B	C	D	E
35. Instructors should be available during test taking to clarify questions that may arise	A	B	C	D	E
36. Peer teaching by more capable students can be beneficial to slower students	A	B	C	D	E
37. Students should be allowed to use notes during test taking	A	B	C	D	E
38. Instructors should outline text book material to aid poor readers	A	B	C	D	E

C. PERSONAL ACCOMMODATION:
(Both Directors and Instructors complete STATEMENTS NO. 39 - 45).

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
39. Students must make an appointment to see me other than scheduled times	A	B	C	D	E
40. It is important to simply chat with the students	A	B	C	D	E
41. If a student appears to be having difficulty with coursework or personal problems, the instructor should offer further help	A	B	C	D	E
42. Instructors should be available after regularly scheduled hours to counsel with students	A	B	C	D	E
43. It is my responsibility to do all within my power to see that a student is successful	A	B	C	D	E
44. Directors' and instructors' doors should be open to students	A	B	C	D	E
45. Enjoyment derived from working with (R/D) students is a major factor in job satisfaction	A	B	C	D	E

ADDITIONAL COMMENTS: _____

_____

_____

_____

ERIC Clearinghouse for Junior Colleges
JAN 31 1992